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# The Classical Weekly

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WHOLE No. 398

## PERIODICALS SUPPORTING THE CAUSE OF THE CLASSICS

*(Concluded from page 2)*

There is published at the University of Pittsburg, six times or more a year, under the direction of Professor Evan T. Sage, what is known as the Latin Department News Letter. The first numbers for 1920-1921 were dated September 15 and November 1. In the first number requests were made to all teachers of the Classics to send to Professor Sage items of interest, such as propaganda material, news regarding activities of Latin teachers or Latin classes. A special appeal was made to all teachers of Latin to report, as soon as possible, (a) the number of students in their Schools for 1920-1921 as compared with 1919-1920, and (b) the number of students studying Latin in the same periods. Professor Sage will be glad to have this information for 1921-1922 as compared with 1920-1921.

Paragraphs were then devoted to brief summaries of certain remarks made about the Classics by the Commencement Speaker at the University of Pittsburg, in June, 1920, about a Latin exhibit, conducted in May, 1920, by the Wilkinsburg High School, about a play called *A Woman's Way* (a dramatization of Vergil by a member of the Vergil class of the Avalon High School, presented by students of the School), about the American Classical League, and about the University of Pittsburg's annual Latin play (in English). There was also a paragraph about the teaching of Latin, meant for young and inexperienced teachers.

The number for November 1, 1920, began with a paragraph about the banquet given by the Italy-America Society on February 21, 1920, in honor of the Italian Ambassador to the United States of America. This account served as the basis of a suggestion to teachers as to ways in which they can make their students realize that almost every political and social experiment was tried by the Romans, and that we can derive for ourselves valuable lessons from their experience. Another paragraph dealt with a paper, by Mr. Will H. Low, in *Scribner's Magazine*, for May, 1920, on *The Debt of Modern Art to Ancient Greece*. Another gave the substance of an article in the *Howard University Record*, for March, 1920, by Professor George M. Lightfoot, entitled *The Latin Element in English Speech*. There was a reference, finally, to the Annual Latin contest, to be held at the University of Pittsburg in May, 1921.

In Vol. 2, No. 7, of the News Letter, published in May last, Professor Sage discusses certain 'weaknesses of Latin pupils in the High Schools—their causes and the remedies for them. He found one conspicuous weak-

ness in the pupils' knowledge of forms, in connection with the future indicative; they were fairly sure of the first conjugation, less so of the second and the fourth; in the third they found a stumbling-block. He found the work in derivatives well done in the first year, less well in the upper years; High School Freshmen often do better in tests on derivatives than High School Seniors. Professor Sage also discusses an old theme—the absurd behavior of pupils when they are brought face to face with a new passage. His suggested remedies for this weakness are as follows:

... more sight work begun at an earlier time; more emphasis on the fact that Latin is intelligible and that the Romans thought in an intelligible and logical fashion; more emphasis on making the translation sensible; more insistence that pupils review passages till they do make sense; a more consistent demand that students consider the context and carry over from one sentence to the next the general meaning as well as pertinent bits of information; and, above all, a more serious effort and a more conscious effort to induce pupils to think.

At the University of Iowa there is published what is known as *The University of Iowa Service Bulletin*, "issued weekly by the University for the purpose of acquainting the people of Iowa with special lines of service which the University of Iowa is prepared to render". Volume 2, No. 44, dated December 7, 1918, was a six-page folder, dealing with sight reading in Latin, by Professor C. H. Weller, of the Department of Greek. In a preliminary statement Professor Weller sets forth that for sight reading selections must be easy, and at the same time possess intrinsic interest. These conditions, he thinks, are pretty well met by parts of the Latin Vulgate. The remaining five pages are taken up with the Lord's Prayer (in Latin), *Filius Prodigus*, *Primum Miraculorum*, *Crucifixio*, *Christus Resurgens*, and *Vir Claudus Sanatur*. There is, finally, a column dealing, in English, with the Greek Testament; the statement is made that a sufficient knowledge of Greek to enable one to read the New Testament can be acquired very quickly.

Since Professor B. L. Ullman became the head of the Department of Latin at the State University of Iowa, he has issued five letters to his fellow-teachers in the State. Of these, Letter No. 3, dated April 19, 1920, gave a report of the conference of Latin teachers which was held at the University on March 5-6, 1920. Letter No. 4 began with the statement that of 407 Schools in Iowa, 311 reported the number of Latin students for 1918-1919, and 322 for 1919-1920. The total number of students reported was, for first year Latin, 1918-1919, and 1919-1920, 6,641 and 7,033, respectively, an increase of 5.9%; second year Latin,

for 1918-1919 and 1919-1920, 3,977 and 4,204 respectively, an increase of 5.5%. Statistics also were given for first year French and first year Spanish. "First year Spanish enrolled about 4% as many as first year Latin and in 1919 it decreased 31%. Latin is thus the leading language and the only one to make a gain from 1918 to 1919".

Letter No. 5, dated January 6, 1921, gave certain figures, compiled by Professor Carl G. F. Franzen, of the College of Education of Drake University, about the foreign language situation in Iowa, from the records for 1920-1921 of the Department of Public Instruction. In 387 High Schools, enrolling 35,007 pupils, 9,549 pupils were taking Latin, in 773 classes. 82 High Schools, enrolling 14,160 pupils, had 1,645 pupils in French, in 145 classes. 16 High Schools, enrolling 3,376 pupils, had 369 pupils in Spanish, in 30 classes. Four out of five students who study a foreign language in Iowa study Latin. Announcement was made also of the Third Conference of the Latin Teachers of Iowa, to be held at the University on March 4-5.

In the Service Bulletin, Volume 4, No. 21, dated May 22, 1920, there was an interesting and suggestive article, entitled English and Latin, by Professor Ullman. When the Great War broke out, an editor in Chicago was puzzled by the word *moratorium*, until some one suggested to him that he write for information on it to the Latin Department of the University of Chicago. The history of the Great War, says Professor Ullman, could be written around a few leading words of Latin origin—e.g. militarism, Kultur, submarine, morals, mandatory, bonus. A few years ago a newspaper printed a list of the one hundred most inspiring words in the English language. Of these, sixty-two proved to be of Latin origin and seven of Greek. The 'Terman Scale' of one hundred words used in psychological tests contains sixty-two words derived from Latin and Greek. Professor Ullman points out that prefixes and suffixes of Anglo-Saxon origin are dead, and cannot be used to form new words, while those of Latin origin are very much alive. In three paragraphs he emphasizes, finally, the host of Latin forms preserved in English (alumni, alumnae, recipe, omnibus, fiat, veto, etc.), the array of surviving Latin phrases and Latin quotations, and the stories which words of Latin origin—e. g. palace—tell us.

To the sheet (two pages) entitled Latin Notes, published by Miss Frances Sabin, at the Latin Laboratory maintained in connection with the course for the training of teachers at the University of Wisconsin, attention has been called more than once in THE CLASSICAL WEEKLY. Number 33, published on April 25 last, contained an advertisement of classical courses to be given in the Summer Session of the University of Wisconsin, some twenty questions on Classical Mythology for the High School Student in Philadelphia, and various short paragraphs relating to Latin derivatives in English and to the light which a knowledge of Latin throws on the spelling of various English words.

The questions on classical mythology were, according to a footnote, contributed in part by Miss Jessie E. Allen, of the Girls' High School, Philadelphia. A secondary title of the article is A Suggestion for Laboratory Work in *Your City*. It will be worth while to quote the questions here in full:

1. What is the significance of the trident and the cornucopia on the Washington monument in Fairmount Park?
2. In what theater does the figure of Pan form a prominent part of the decorative scheme?
3. Find the figure of Pan as an ornamental device on the Windemere Hotel. What are the symbols associated with him?
4. Where, in the City Hall, do you find a representation of Venus? What does she symbolize?
5. What muse is represented by the bronze figure on the Lea monument in Laurel Hill Cemetery?
6. What famous monument in the cemetery just mentioned shows the figure of a person once dear to Diana?
7. Why should Mercury's wand be used as a decoration for a certain tomb in this cemetery?
8. What is the meaning of this wand on the walls of the West Philadelphia Railway Station?
9. Is the head over the Quaker City National Bank used appropriately?
10. Why should the entrance to the Philadelphia Bulletin Building have the head of Mercury above it?
11. What is the curious design in the center of the bronze shield on the front of the Philadelphia Athletic Club Building?
12. Over the entrance to what theater may one see Orpheus with his lyre?
13. In the City Hall, what symbol does the woman's figure (which is prominent in the decorations) carry to identify her with commerce?
14. The Weightman Building at 1524 Chestnut Street bears an architectural ornament connected with the story of the infant Jupiter. What is it?
15. Can you see any reason why the laurel should appear as a part of the decorations of the Witherspoon Building?
16. Do you see any reminder of Atlas on Twelfth Street, just north of Walnut?
17. In what public building do you find Cupids (probably) used as ornaments?
18. Have you noticed the curious figure of the Chimaera, although somewhat modified from its shape in classical legend, on the north side of Walnut street near Fifteenth?
19. Why was the Philomusian Club so named? The Orpheus?
20. What reminders of classical mythology are found in Memorial Hall?

C. K.

#### NEW LIGHT ON SOME PROBLEMS OF ANCIENT HISTORY<sup>1</sup>

The purpose of this paper is to indicate briefly some of the most important works published recently on those periods of Greek and Roman history which antedate the time of written records. I shall not attempt any summary of archaeological discoveries, but shall select some striking examples of how new light has been turned onto dark or remote places, so that our historical background is gradually becoming more

<sup>1</sup>This paper was read at the Fifteenth Annual Meeting of The Classical Association of the Atlantic States, at Hunter College, April 23, 1921.